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IMPROVING ENGLISH INSTRUCTION IN THE PUBLIC SCHOOL THROUGH TITLE III, NDEA.

BY- HOUPT, GARY L.

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THE MAJOR PROGRAMS AUTHORIZED BY TITLE III, NATIONAL DEFENSE EDUCATION ACT (NDEA), TO STRENGTHEN INSTRUCTION IN PUBLIC SCHOOLS ARE (1) THE ACQUISITION OF LABORATORY AND OTHER SPECIAL MATERIALS AND EQUIPMENT, AND (2) THE PROVISION OF STATE SUPERVISORY AND RELATED SERVICES TO IMPROVE THE TEACHING OF ENGLISH, READING, HISTORY, CIVICS, GEOGRAPHY, SCIENCE, MATHEMATICS, AND MODERN FOREIGN LANGUAGES. ACCORDINGLY, THE DELAWARE STATE DEPARTMENT OF PUBLIC INSTRUCTION HAS PUBLISHED "STANDARDS FOR EQUIPMENT AND MATERIALS IN ENGLISH," A GUIDE FOR USE BY LOCAL SCHOOL DISTRICTS IN SELECTING AND PREPARING PROPOSALS FOR TITLE III PROJECTS. ELIGIBILITY OF MATERIALS IS DETERMINED PRIMARILY BY THEIR INTENDED USE AND DIRECT BEARING UPON PROGRAM STRENGTHENING AND IMPROVEMENT. WORKSHOPS AND OTHER IN-SERVICE TRAINING PROGRAMS WHICH PREPARE TEACHERS TO USE NEW EQUIPMENT AND MATERIALS AND WHICH FAMILIARIZE THEM WITH NEW TEACHING PROCEDURES MAY RECEIVE NDEA SUPPORT, PERMITTING THE UTILIZATION OF SERVICES OF RESEARCH CONSULTANTS, AUDIOVISUAL MEDIA SPECIALISTS, SCHOOL LIBRARY SUPERVISORS, AND STATE SUPERVISORS. RESEARCH AND DEMONSTRATION PROJECTS TO EVALUATE RESEARCH FINDINGS ARE ALSO ENCOURAGED UNDER TITLE III. REPORTS ON RESULTS OF NDEA PROVISIONS INDICATE IMPROVED CLASSROOM SITUATIONS, IMPROVED TEACHERS, AND IMPROVED CURRICULA. THIS ARTICLE APPEARED IN "DELAWARE ENGLISH JOURNAL," VOL. 2, NO. 1, SPRING 1967. (RD)

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SPRING 1967

Gary L. Houpt
State Supervisor of English Education

Improving English Instruction in the Public School Through Title III, NDEA

"If we are learning anything from our experiences, we are learning that it is time for us to go to work, and the first work of these times and the first work of our society is education."

LYNDON B. JOHNSON

TODAY, AS NEVER BEFORE, our society is looking to education as the key that will unlock doors of opportunity and produce a labor force adequately equipped to cope with an ever-changing, complex world.

In an effort to meet this challenge, the National Defense Education Act (NDEA) was passed in 1958, making available to individuals and to states and their subdivisions, substantial assistance in various forms to insure trained manpower of sufficient quality and number to meet the national defense needs of the United States. Title III of the Act authorized matching grants of federal funds to the states and loans to nonprofit private schools to aid in equipping and remodeling laboratories and classrooms. Other grants provided for expanding and improving state supervisory and related services in science, mathematics, and modern foreign languages. An amendment to the Act in October, 1964, extended the provision to include areas of English, reading, history, civics, and geography.

Two major programs for strengthening instruction were authorized by the bill: 1) the acquisition of laboratory and other special materials and equipment and 2) state supervisory and related services to improve the teaching of these subjects in public elementary and secondary schools.

If a local district wishes to take part in the Title III program, a project application should be requested from the State Coordinator of NDEA, Title III. When completed, the application form will show the content, scope, and goals of the present and proposed local programs;

equipment and materials presently being utilized and that which is needed to accomplish planned improvements; ways in which the new equipment and materials will improve and enrich instruction; criteria for evaluation of the proposed program; and available matching funds.

As a guide to selecting materials and equipment for a proposed Title III, NDEA English project, the Delaware State Department of Public Instruction has prepared *Standards for Equipment and Materials in English.* The guidelines presented in these standards have been devised within the framework of the *State Standards* which explain the *General Criteria* to be followed. It is not intended that the lists of equipment and materials issued in the *Standards* be considered as prior approval items. There is nothing in equipment and materials as such that exclusively determines their eligibility—it is the *use* of the items and their direct bearing upon the *strengthening* and *improvement* of the instructional program.

Materials such as the following are among those that may be eligible for purchase under the provisions of Title III:

Books (not basic texts)
Charts, maps
Pamphlets, periodicals
Programmed learning materials (nonexpendable)

Among eligible professional items for teacher use are:

Curriculum bulletins
Duplicating equipment
Films on methods and materials
Journels
Research reports
Teaching guides

Many types of special equipment for the preparation and presentation of instructional materials also come within the scope of Title III. These include:

Films, filmstrips
Projectors
Record players, recordings
Transparency makers
Slides
Tape recorders
Specialized equipment for audiovisual libraries

Because of the explicit nature of the Act and the Regulations, general-purpose equipment such as desks, chairs, and chalkboards, which are normally found in classrooms, are excluded. Maintenance equipment parts are ineligible for the same reason.

In conjunction with the planning and proposal of Title III, NDEA projects, it is imperative that provision be made for preparing teachers to use the new equipment and materials. This often demands the organization of workshops and other types of in-service programs. It is here that the state supervisory and related services, as provided for under Title III, can perhaps be of greatest assistance.

"Related services" are activities that support and effectively contribute to the work of the supervisor. These are rendered by such persons as research consultants, audiovisual media specialists, and school library supervisors.

Annual reports that each state makes of its Title III program evidence an increasing demand from local school districts for in-service programs aimed at improving instruction. Through these programs teachers can be trained to utilize new subject matter and teaching methods.

Although, ideally, a successful in-service program generally consists of a series of ten to fifteen sessions, even one day of demonstration and discussion can aid teachers in coping with new instructional materials and equipment or becoming acquainted with new teaching techniques.

In-service programs for Delaware English teachers have included the ETV series *English — Fact and Fancy* and the Commission on English Kinescope Series. Other programs have been offered in instructional media, transformational grammar, new materials, textbooks, and visual aids.

Closely related to Title III provisions for in-service education is the Title XI authorization for federal grants to conduct teacher institutes for advanced study during the regular academic year or the summer months. These are designed to strengthen the educational background of teachers and thus improve classroom instruction.

Teachers who attend institutes operated under the provisions of Title XI receive a stipend of $75 per week, plus $15 per week for each dependent. In addition, they are exempt from all tuition and regularly required fees.

Perhaps one of the most rewarding results of the NDEA institutes has been the increased interest and enthusiasm with which teachers have returned to their classrooms. Their desire to keep informed about the latest research and materials in their fields and to develop effective teaching programs often reaches out to influence their colleagues in attending professional meetings, exploring new materials and techniques, and participating in study groups and workshops.

In addition to the acquisition of new materials and equipment and the upgrading of teacher training through in-service programs and institutes, there is often a need for curriculum revision in order to incorporate new knowledge and teaching techniques to accompany that knowledge.

Another task that may be necessary if ultimate benefit is to be derived from program revision is that of seeking to achieve articulation from one grade level to the next and among elementary, secondary, and college levels of instruction. The U. S. Office of Education reports that an increasing number of state supervisors are now being called upon by the colleges for assisting in developing such coordination of curriculum and instruction.

Provisions of NDEA, Title III also encourage research and demonstration projects to evaluate research findings. The amount of direct support for these projects varies greatly from one state to another.

In seeking to evaluate the results of NDEA, Title III projects, one might ask, "What effect does all this have upon our students?" Accord- to reports compiled by the U. S. Office of Education, the answer seems to be that students are learning more now than in the days before the provisions of NDEA. Their classroom situations are more conducive to learning; teachers are better trained to handle new equipment and materials; and curricula have been revised to meet current needs.

In the early days of NDEA, Title III was sometimes referred to as "the hardware program." Today, however, a successful Title III project extends far beyond the idea of a mere purchase order, for it provides a complete, long-range plan for the strengthening and improvement of instruction in a local school district. Annual reports on Title III clearly indicate that with careful planning and adequate supervision and follow-up, every Title III project can be a vital force in programs designed to improve English instruction in the public school.